

Sample Comprehensive Evaluation Of a Beginning Teacher

Sample 3

**Iowa Department of Education
January 17, 2003**

Thanks to the following people for assistance with this project: Cindy Slauson, Jane Neff, Joan Crowl, Tonya Urbatsch, Bonnie Graeber, Judy Keith, and Deb Etchseon. Additional thanks to Mitzi Chizek, who is not an IEATP trainer. These Iowa Evaluator Approval Training Program trainers coordinated with working evaluators in the field to develop sample comprehensive evaluations based on real work. This work, while based on real information, is modified to make it a generic sample.

This sample is not intended to be an exemplar, but to simply present a possible way that this comprehensive evaluation can be developed. In all cases, the final product and determination of whether a beginning teacher meets all eight standards through the collection of evidence to support the criteria is a local issue.

Comprehensive Evaluation Summative Evaluation Form

Teacher: Stephanie Goodacre _____ Folder #: A23456 _____
Evaluator: Bob Caresalot _____ Folder #: B 78910 _____
School Name: Elm Street School _____
Grade Level: 4/5 _____ Subjects: Elementary _____ Year: 1 2 3

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families and staff members. Stephanie uses multiple artifacts, including portfolios of student work, assignments in the room and hall, and notes home for parents to sign, to document and provide evidence of student learning to students, families and staff members. Stephanie plans parent conferences so her teaching and learning objectives have the greatest likelihood of serving the students' best interests.

Criterion b: Stephanie knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals. She has made study centers using materials to reinforce the goals for students such as vocabulary packets or writing centers. Stephanie effectively communicates these goals and accomplishments to students, parents, and colleagues.

Criterion c: Stephanie uses performance data such as Madison assessments, adjustments in reading groups, running records and formal and informal assessments to guide her instruction. She also uses this information for re-teaching. Stephanie analyzes these and other data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data. Stephanie also uses individual student's performance data to make decisions about individual student needs.

Criterion d: Stephanie develops and communicates clear expectations to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. She uses three basic rules which are: take care of yourself; take care of each other, and take care of our place. Stephanie encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.

Circle one:

Meets Standard

Does Not Meet
Standard

Criterion e: Stephanie demonstrates clear expectations of developing responsible, self-directed learners and models acceptance of all students based on awareness of individual student differences. She teaches students to respect each other for attempting answers even if they are incorrect. Stephanie facilitates ways to get students to cooperate with one another and take responsibility for their work.

Criterion f: Stephanie develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals. She works with ELL teachers to provide materials and instruction appropriate for students with limited English. Stephanie participates in grade level and schoolwide literacy meetings on a weekly basis. She provides opportunities for families and community members to take an active role in the classroom, the school, and the school district. Stephanie accepts personal responsibility for nurturing the school as a community of learners.

Criterion g: Stephanie demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. She planned a field trip to the Historical Building and Capitol and worked effectively to involve parents as chaperones. She went above and beyond expectations to make sure that student small groups were organized and color-coded so parents were comfortable with their role as a chaperone. Stephanie uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate, and volume.

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie knows the content that supports district standards and benchmarks in the grade level courses that she is assigned and uses an integrative approach for content that supports those local standards and benchmarks. She teaches social science to 4th and 5th grades and uses read alouds when applicable to tie in other content areas. The content is based on relationships between people and their perspectives and how they brought us from the past to the present. She includes themes of patriotism, perseverance, and personal strife as examples. There is incorporation of accurate content knowledge into instruction aligned with the local content standards. Stephanie locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.

Criterion b: Stephanie knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. When she sees areas where students need additional assistance, she makes centers designed to re-teach or enhance the student learning. Through this she provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. Stephanie knows when it is appropriate to use adaptations and accommodations to meet individual student needs. Stephanie uses appropriate assessment techniques to assess the learning experiences provided in the classroom.

Criterion c: Stephanie organizes curricular materials to facilitate understanding of central themes, concepts, and skills. She knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding. Stephanie uses a current events project bi-weekly with students. Students read newspaper articles alone or in a group and then write a summary of the article to share with the class. This includes not only the social science but also reading, writing and verbal skills. Stephanie teaches the Exchange City Curriculum which ties in many curricular areas.

Criterion d: Stephanie knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. She is using all the components of the literacy framework to enhance student learning. Stephanie also knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed.

Circle one:

Meets Standard

Does Not Meet
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie designs and uses a variety of instructional strategies and classroom materials that align with district curricular expectations. She uses the essential curriculum for DMPS to determine what students should know and be able to do. Stephanie analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction.

Criterion b: Stephanie establishes classroom goals for social, behavioral and academic success and develops classroom routines to support these goals. She has taught students to do what is needed for the classroom to run successfully. Transitions are smooth and quick. Time on task for learning is very high. Stephanie provides feedback to students and routinely assesses their progress toward these goals.

Criterion c: Stephanie seeks and collects information to understand students' needs and interests for use in planning and designs and uses lessons/units that provide for varied student learning needs. She teaches social science and has worked to incorporate a high degree of Spanish history in her lessons. This is valuable for students and builds community in the classroom.

Criterion d: Stephanie knows or actively seeks instructional strategies that produce increased student learning. There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. Stephanie organizes content in a manner that facilitates each student's construction of his/her learning and incorporates inquiry methods to encourage critical and creative thinking. Stephanie plans for adjustments in instruction to meet student learning needs based on the assessment of student progress.

Criterion e: Stephanie integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. She follows curriculum guides and develops lessons to meet student needs. Stephanie uses challenging resources that are mentally, visually, auditorally stimulating and integrates the use of technology as a curricular support when appropriate.

Circle one:

Meets Standard

Does Not Meet
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. She has several ELL students in her classroom and often has to adjust instruction to meet the needs of these students. This presents a unique challenge of meeting the needs of students with little or no English to students who are advanced. Stephanie uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning. Questioning and discussion, using appropriate visual materials is essential to meet the needs of every student in Stephanie's class.

Criterion b: Stephanie works to develop and maintain standards and performance assessments for student achievement based on the district curriculum. This includes running records, Scholastic assessments, math pre and posttests, weekly spelling tests and others. Stephanie implements classroom instructional strategies that are based on the results of the assessments she gives and supports the achievement of district standards through the process of aligning curriculum instruction with assessments.

Criterion c: Stephanie uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. For most subjects, she uses the pre/post test method. This allows her to have knowledge of student ability and she can focus instruction on individual needs. Stephanie adjusts instructional strategies as needed to meet student learning needs for remediation or enrichment. She starts with the basic curriculum and develops activities for all students to be successful. The instruction is paced to optimize effective learning by all students. Stephanie provides clear directions, clarifies when students are confused and use spontaneous events as a teaching and learning opportunities. During a read-a-loud, it became apparent that students did not understand the Mayflower journey. Stephanie took the opportunity to use visual materials and facilitate a discussion between students to further their understanding.

Criterion d: Stephanie uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student. Stephanie has developed center activities with varying ability levels so all students can participate. She involves the ELL teacher to assist in developing activities that are appropriate for students with limited English. Stephanie has students work with partners or small groups often during work time. She provides instruction and then uses the power of peers for follow up instruction.

Circle one:

Meets Standard

Does Not Meet
Standard

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| <p>Criterion e: Stephanie draws on the prior knowledge, life experience, interest and language of students during instruction. She has several students in her class with limited knowledge of the English Language. She knows basic Spanish phrases that assist students in understanding the instruction. Stephanie identifies for learners the connections and potential applications of curriculum to real-life issues and problems. She uses many resources and provides experiences for students to provide them some of the knowledge they need.</p> <p>Criterion f: Stephanie provides classroom settings and activities that are mentally, auditorily and visually stimulating for students. She varies her presentation style and pace to maintain student engagement. Stephanie uses resources that are appropriate to the content, and to students' prior learning. This includes overhead, videos, computer presentations and internet sites when appropriate to stimulate student interest. Stephanie encourages students' use of technological resources as appropriate.</p> | |
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☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.**

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- Aligns classroom assessment with instruction.
- Communicates assessment criteria and standards to all students and parents.
- Understands and uses the results of multiple assessments to guide planning and instruction.
- Guides students in goal setting and assessing their own learning.
- Provides substantive, timely, and constructive feedback to students and parents.
- Works with other staff and building and district leadership in analysis of student progress.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie assesses what is taught. She uses classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills and uses multiple assessment strategies that are aligned to instructional goals. Stephanie creates some assessments herself and also uses building and district assessments. Stephanie accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to her classroom. She uses a grading system that reflects students' knowledge and skills and continually monitors student progress toward the attainment of instructional objectives. Stephanie has learned the components of the Grade Quick system that is used in the Des Moines Public Schools.

Criterion b: Stephanie establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress. The assessment information provided to students and parents is clear and makes sense and defines what "success" is. She helps parents to understand what performance levels or proficiency levels mean and where their child is academically, and compares that to an average grade level student. She is extremely caring yet uses a matter of fact approach style when talking with parents. She uses a translator if needed to assist non-English speaking parents to understand the information.

Criterion c: Stephanie uses student achievement information from a variety of sources for decision making. This includes formal and informal assessment in the classroom, assessment that is designed for building and district use. Stephanie continually analyzes assessment information to adjust her instruction. She determines the type of student responses (essay, T/F, multiple choice, project, etc.) that provide the best information to set goals for instruction and provides individual instruction and assistance to students in need.

Criterion d: Stephanie involves students in establishing goals for learning and helps students to understand and monitor their own learning goals. One example is spelling. Students set goals each week for the number of words they will spell correctly. Stephanie works with student to gather and monitor information on their progress with the weekly spelling and assists students in analyzing their own learning progress through meaningful measures and conferencing with the student. Students have created graphs for their weekly spelling progress. They monitor goals, pre and post test results on the graph.

Criterion e: Stephanie maintains accurate records about each student's progress. She provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned. She works with students to make goals for their individual learning. Stephanie celebrates increased student achievement with students and parents.

Criterion f: Stephanie engages in collaborative study of student learning data and uses this data to design instruction based on student learning needs. Elm Street School has developed assessments that are used on a 6-week unit basis. Stephanie gives these tests, collects and analyzes the data and bases her instruction on the results. Stephanie provides the information about student learning with students, families, and school personnel who share the responsibility for the student.

Circle one:

Meets Standard

Does Not Meet
Standard

☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.**

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie creates and communicates clear expectations for individual student interaction, engagement, and self-regulation. Students are taught to become responsible and self-directed learners, consistent with students' developmental needs. Stephanie encourages collaboration and self-reliance in each of her students. She creates opportunities for students to reflect on their behavior and set goals for improvement. She interacts with students in a respectful and appropriate manner and creates a classroom with a climate of respect for all.

Criterion b: Stephanie clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills. Every student in the room knows the expectation and because of the rapport between Stephanie and the students, they want to gain her approval. Stephanie models positive social skills to students while providing opportunities for students to practice those skills. If an incident occurs, she uses an "I Message", as she would expect students to do.

Criterion c: Stephanie consistently implements management techniques that create an engaging learning environment. She has taught students the rules and expectations of the classroom and enforces them consistently. Stephanie makes behavioral modifications in specific situations to support individual learning needs. She assigns partners to work together if needed and develops learning centers based on student needs and instructional levels. Stephanie develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.

Criterion d: Stephanie develops and implements classroom procedures and routines that optimize learning time. Transitions between subjects are very quick and orderly. Students have been taught how to stop, listen and follow the teacher's directions and then move in an orderly fashion. Instructional time is used effectively and productively for maximum student engagement with tasks. Stephanie does not allow student behavior to disrupt the learning of others in the class. Her high expectations and consistent enforcement of the classroom rules ensure high degree of instructional time.

Criterion e: Stephanie creates a classroom setting that is safe and provides an accessible learning environment for all students. Her rules are simple and enforced consistently. She insists upon fairness and respect as elements in every relationship and encourages students to do the same. Stephanie provides learning opportunities for students to become responsible, self-reliant, and collaborative. She teaches students how to work cooperatively with each other and learn together. She creates opportunities for students to make decisions about their learning and the classroom whenever possible. During a school-wide cultural fair, students in the class chose their country to study and the projects they would present to the school.

Circle one:

Meets Standard

Does Not Meet
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

| Evidence to support attainment of or failure to meet standard: | Circle one: |
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| <p>Criterion a: Stephanie actively pursues opportunities for learning embedded in daily experiences. She takes advantage of opportunities within her building to learn from others. Stephanie accepts responsibility for her mental, physical, and social well being. She stays in shape by exercising and enjoys time spent with her family. She reads current educational journals and other professional literature to stay current with best practices and an ear on what is happening in the education community.</p> <p>Criterion b: Stephanie collaborates with others to improve her teaching and her students' learning and supports joint efforts for the improvement of instruction. She works daily with the ELL teacher to provide instruction for students. She uses the expertise of the ELL teacher to learn how to best meet the needs of students with little or no English Language skills. Stephanie contributes ideas toward the continuing development of the school as a learning community and builds relationships within the building that enables her to become valuable members of the school community. Stephanie plans lessons, rehearses strategies, demonstrates strategies, and observes other teachers with her mentor to increase her effectiveness.</p> <p>Criterion c: Stephanie integrates her working knowledge of human development, instructional strategies and subject matter to construct a coherent educational philosophy. Current and new knowledge and skills are tried in the context of best practices. She takes the time to reflect on lessons presented and works to make improvements to increase student learning. She will re-teach as needed ensure student success. Stephanie monitors the implementation and effect of using new learning within the classroom. She modifies plans to meet the needs of her students.</p> <p>Criterion d: Stephanie collaborates in the development of her own professional development plan to meet district/building goals. She meets regularly with her PEP mentor and the administrator in the building to gather input on her professional growth. Suggestions are elicited about her teaching. She adapts her teaching to new ideas, findings, ideals, and theories. Stephanie has put together a portfolio that contains evidence for all eight Iowa State Standards of Teaching. Stephanie routinely participates and contributes to collective study with colleagues at Oak Street School. She works to gather and analyze data to meet classroom, building and District goals.</p> | <p>Meets Standard</p> <p>Does Not Meet Standard</p> |

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:

Criterion a: Stephanie demonstrates professional commitment and respects the contractual requirements of his/her employment. She works beyond the contract hours many times each week in order to be prepared for her teaching. She is dedicated to her career and students. In her classroom, this is obvious by her positive interactions with students and her strengths in teaching.

Criterion b: Stephanie presents herself to the school and community in a manner that elicits respect and complies with state laws defining the profession. She is always dressed in a professional manner that commands the respect of those around her. One way she demonstrates ethical behavior by following through on reports to the Department of Human Services.

Criterion c: Stephanie participates in professional development opportunities to improve achievement of district and building goals. She is participating in bi-monthly staff development in the building that focuses on literacy. She is implementing new ideas and approaches in her classroom. Stephanie initiates the sharing of ideas and concerns with colleagues and contributes to school-wide events and learning activities. She is self-motivated to continue learning to best meet the needs of students. Stephanie is continuing to study for an advanced degree.

Criterion d: Stephanie respects different values and beliefs other than her own and works to ensure that all students are treated fairly. She has various Spanish resources displayed around her room for student use. She has learned basic Spanish phrases to help students in her classroom and to communicate with parents. Stephanie functions effectively in situations that require different approaches and understanding of different family and community contexts. She is willing to ask for assistance from translators if she needs to do so.

Criterion e: Stephanie values and respects others' roles in student learning and welcomes their participation in the teaching process. She collaborates weekly with co-workers during the instructional day as well as on her own time before and after school. She builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. Stephanie demonstrates rapport with students by listening when they are talking with her and maintaining high expectations for their academic and social behavior. Stephanie reaches out to others to establish constructive relationships and rapport especially in challenging situations. She coordinates activities with building and community support for special education, ELL and all students.

Circle one:

Meets Standard

Does Not Meet
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.

☐ The teacher is a first year Beginning Teacher.

☒ The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.

☐ The teacher fails to meet the Iowa Teaching Standards.

☐ The teacher is being recommended for a third year before a license decision is made.*

Evaluator's Signature: {signature} _____ Date: {date} _____

Evaluation Period: August, 2001 to April, 2003

Teacher's Signature: {signature} _____ Date: {date} _____

Sample Comprehensive Evaluation

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2nd year teacher. This form will be available in the spring of 2003.